854 [152] forebearance than seems likely to be usual. Possibly her behavior was inhibited by awareness that I was watching.

861 [524] In another instance, a group of small boys were playing marbles. The mother of one of them, a boy probably not over 7, came up behind him, kicked him rather smartly, and scolded him shrewishly for crawling around on his knees and destroying his trousers. The boy was obviously furious but made no reply; when his mother was out of sight he resumed his game—and the crawling. The opportunities for observation of the treatment of small children were far too few to be certain the foregoing cases are typical.

Other situations are handled without stress. [864] Masturbation by small boys is simply ignored by everyone even though it be in public. There seem to be no efforts to inculcate fears in the children or to control them by fear. Children showed some curiosity but certainly no fear of members of the staff. In one instance a mother trying to get a small boy to come to her remarked that I might carry him off. He looked me over calmly and was sufficiently perturbed to make a start in his mother's direction, but he certainly did not take the possibility very seriously. It may be of significance that the mother spoke to the small boy in Spanish.

736 [195] Being an orphan is regarded as a grave misfortune, even though a child may be helped by its godfather. A child whose father has left the mother or died is also spoken of as an orphan. A common figure of speech in Cherán when a person wishes to emphasize how he has had to struggle is to compare himself to an orphan or to say his parents were so indifferent that he felt himself an orphan.

857 ●871 [562] About 25 percent of the boys go to school at ages between 6 and 8. None of the girls are ever sent to school. Generally by 5 or 6 there is some start toward participation in adult activities. Boys may be sent on errands, while girls begin to play at adult activities.

868 857 Actual participation in adult work begins at about 8 years for boys. At this age they accompany their fathers to the woods and help carry back firewood. In the fields they may do no more than guard the father's blanket, but they are given a sense of participation. They may also help drive animals or care for them. By

1:Beals E-5 (1940-1941)1946 NU34 Tarasco NU34
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857 Small girls and sometimes small boys play with swings in the house yards. These are merely larger versions of the swings used to teach infants to walk. Girls also play running games in the streets with small boys and play "keep away" and other games with rag balls. [157] Girls are shy and always stopped playing when they were observed.

857 868 In general, girls ape adult activities much more than do boys. Girls pretend to mill maize, using a board for a metate, a rock for the mano, and mud for the maize dough. They play at being street vendors, using flower petals for merchandise. Sometimes they have dolls made of rags, but not very often. More common is it for several girls to get some boards or branches and make a house in which they will play at housekeeping with their fireplaces, grinding stones, dishes, etc. After several weddings had been held in close succession, a group of girls were observed playing at having a wedding. Flowers were put in the hair of the "godmothers" and leaves of maize were tied in the hair to represent the ribbons used in real weddings.

857 861 Education for life in Cherán is completely on an informal and unconscious level. Children learn first by imitating and then by doing while assisting their parents. The social and religious structure they learn little by little through observation first of parents', and later of relatives', reactions to various individuals and situations and by listening to conversations. Only to a very small extent do children learn by being told. Again, observations are too few to generalize extensively, but apparently children are counseled and advised only when they begin to be old enough to undertake adult responsibilities. When they mention that they may do a certain act, the parents may discuss the advisability with them. In small matters of etiquette, parents may prompt children of any age. Formal training, though, seems to play little part in education for life as it is lived in Cherán.

871 Formal education for about 25 percent of the boys is received in school. Those who continue throughout the available course receive four years of school education. They learn to read and write and do a little simple arithmetic. They learn very little history or geography.

1:Beals E-5 (1940-1941)1946 NU34 Tarasco NU34
[p.1756]

871 They learn something of natural history, such as major classifications of things in the animal, mineral, and vegetable kingdoms.

874 A few ambitious families send one or more of their children to high school in Morelia or to an agricultural school. Some are sent to the boarding school at Paracho, where they receive some education in a trade and in farming. A few also may go to Mexico City, and a case or two were discovered of children studying law or medicine. However, it is doubtful whether 2 dozen families in Cherán have sent their children on to advanced school training.

871 182 With all due acknowledgement of the effort and sincerity involved in the school system, the Cherán schools do not train children in any real sense for life in Cherán. The average Cherán resident completing the school training has little advantage over his unschooled fellows in following the farming routines of the community. If he can read and write he perhaps has some less chance of being swindled in business transactions and more opportunity of rising to some municipal office. If his education is effective, however, and is put to use, it is by moving out of the basic pattern of Cherán. Such a person may become a storekeeper or a mill operator, where his education will be of some slight service to him. The major advantage of school training is to better equip some individuals to cope with the Mestizo world which impinges on Cherán to some extent. Even so, the school child acquires little knowledge of rights and responsibilities in a larger world. Insofar as the educatiop is effective and is utilized—and this is even more markedly true of those going on for more advanced education—the effect is to move the individual out of the culture of Cherán. If he stays in Cherán he tends to become an exploiter rather than a producer, or to occupy a position where he furnishes some liason between the rest of the population and the Mestizo world. Or, more commonly, he moves out of the Cherán culture completely, residing in some other part of Mexico. Only to a very small extent and in a very limited number of cases does an individual become a better producer, that is, a better farmer; or practice a trade learned through schools; or become a force and example guiding the community to better housing, reformed

871 diets, better health practices, or higher stan-
872 dards of community organization. Formal education is still not geared to the needs and problems of Cherán life and is and will remain relatively ineffective until it becomes of obvious utility to the average Cherán resident. In other words, until the educational process is conceived of first of all from the standpoint of Cherán culture, instead of from the standpoint of national needs or theories, it will not be effective. And when education becomes geared to Cherán needs, paradoxically, it can then be effectively geared to national objectives.

YOUTH

882 The period of youth is very short in Cherán for most persons and there is no clearly defined lower limit to it. Boys seem to be regarded as youths when they are able to do a man's work or to be self-supporting but have not yet married. Marriage puts a termination to the period, although the young married man may still be under the tutelage of his parents. Still, after marriage a boy will be consulted in all family affairs; before marriage he normally will not be consulted unless he is much older than the age at which most Cherán youths are married. By 15 practically every Cherán youth is either earning his own living in part by working for wages or is working regularly on the family estate, taking a full man's share of the labors. In individual cases this may be true of youths as young as 12. Unmarried
883 youths of 16 to 18 do not spend much of their free time at home; indeed, they may not even eat at home regularly. They tend to hang around the streets in gangs in their spare time. They spend a good deal of time in one of the
[529] two billiard parlors which modern civilization
[525] has brought to Cherán, where they may gamble on billiards at 50 centavos a game, or may be drawn into card games, or may begin drinking. However, few of the youngsters go around the saloons very much, nor are many of them prone to drink excessively. In such groups will be concerted many of the "stealings" which are the preliminaries to marriage. At this period
882 boys in general are rather antisocial and appear to have some conflict with their parents. They feel they are growing up very fast and are impressed by the age gap which separates them

11: Boyd H-4, 5 (1953) 1958
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The dream portion in the same legend reveals the nature of the Tarascan people's subsequent acceptance of the Conquest through the successful teachings of the Catholic church.

As literature, the legends are presented in language which seems remarkably artistic and urbane for the Tarascan's menial status and lack of education in modern Mexico. However, it should be remembered that from the beginning these stories had a direct religious association and the Petamuti undoubtedly demanded rather exact adherence to theoretical norms of oral literature by the neophyte who would succeed him as the bearer and guardian of folk tradition. The conditions of their annual telling at the fiesta of *Uaxeata cónsecuaro* to the assembled tribe encouraged the priest to develop them into emotional, oral literature. Some of this pre-Conquest tendency has continued to the present time. Also, these legends have probably become embellished with illusions and atmospheric details by skilled narrators in historic times. This author-translator chose the most sophisticated and excitingly literary rendition available where a choice presented itself.

One of the most impressive facts about these legends, even to the non-analytical person, is the presentation of a "mood" and the changes in mood as the given story progresses. The narrator seems to live and to feel the story.

For some of these legends to have been preserved so well since the Spanish Conquest may reflect, to some extent, the relative isolation of Michoacán, but it seems more likely to indicate the importance these legends have had and still have in Tarascan life. In the present Tarascan area, nearly four hundred and fifty years of acculturation have obscured many traits of native provenience. Today's economic specialization and trade patterns are apparently based upon aboriginal conditions (West, 1948, p. 57), yet they are known to have been formalized by Europeans (Beals, 1946, p. 210). Nevertheless, the character of such things as marriage, family life, and the people's attitudes toward life's values—the real educative forces affecting the thinking and personality of Tarascans—appear to be relatively unchanged.

Despite the more recent modifications in material culture and social organization, the basic values woven into the early legends